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## RECENT EDUCATIONAL DISCUSSION

ASSOCIATION OF AMERICAN COLLEGES.—From *Proceedings of the Eighth Annual Meeting*.

### *Objectives and Ideals for the Students*

"...I think we sometimes forget to impress upon our students that the responsibility for obtaining knowledge, that the responsibility for developing power, is a responsibility of the student and not so much the responsibility of the faculty; that we should, further, if possible, convince our students that there is no royal road to learning; that however richly endowed by nature a student may be there is no substitute for sustained and intelligent effort. I suppose that we all realize, as has been said time and time again by our great captains of industry and by our statesmen, that America needs an increase of production, some great force which will make the people work. . .

"...The greatest joy that exists in life—at least one of the greatest joys that exists in life—is intellectual effort. After all it is one of the ways in which man is differentiated from beasts, this power of intellectual effort, and there is joy in seeing and feeling that one's own mind is working out problems, and getting results which cannot be obtained in any other way.

"There is also another ideal which, of course, is a commonplace one, but which always needs to be emphasized. It is the ideal of setting before our students the fact that education is a great unfinished task; that it is always going to be unfinished."

PRESIDENT PENDLETON, *Wellesley College*.

"...Consequently mankind everywhere at the present time is under the necessity, in the content of knowledge, of receiving that impact from the thoughts and the acts of the whole world among all the varieties of people and the varieties of things that are in existence now. We have both the quantitative and the qualitative aspect of the problems thrust upon us in the field of higher education. We cannot say for the formal college that it is the only agency for deriv-

ing a higher education. There are men of genius and force, who will, even now, force their way through, and by sheer grit, perseverance and persistence educate themselves and will acquire from those about them those factors which we call education which make for the welfare of the world; and if the college is to be justified, the college must demonstrate notably that it is a quicker and an easier and a more thorough agency for giving education than can be got in any other way. Thus we find ourselves bound to meet the proposition and under the necessity of discussing the fact that while the college exists there are technical processes and technique and methods which are indispensable, and yet we cannot afford at any time to allow our interests to become so concentrated and so involved in these that we forget at any time what is the purpose for which they exist. . .

"We realize that we no longer are justified in doubting the truth of the Bible because we think the geology of the Book of Genesis is not right, since as a matter of fact the geology of fifty years ago, the most scientific geology of that time, is almost as much out of date now as that of the Book of Genesis. Nevertheless, in natural science and in social science and in all that goes to make up the book of learning, we are correcting the working hypothesis and constantly working nearer to that goal which can never be completely reached, the goal of abstract truth. We have to insist, it seems to me, therefore, that the college shall work with a better understanding of nature without ourselves, and with a better understanding of nature within ourselves. . . .

"I suspect that the experience in a New England college office is not unusual in finding that there are large portions of the public constituency which believe that all economic truth has been derived from some source in the past, and that it is useless to speculate as to whether or not there is any advance to be made. Further, there are some of us who happen to have courses which are labeled 'Evolution' at the present time, which Mr. Bryan and his associated evangelists are attacking, and we receive communications to the effect that these courses can no longer be taught because final truth in regard to this has been derived in some previous time, and that speculative thinking on this subject must not go on. And in the field of all of the social sciences we get like effect. Yet in our capacity as trustees for the present, we are on the other hand faced, wherever we turn, with the proposition that progress, if it is to be served and if it is to

be made effective and carried on and delivered to the next generation, must be safeguarded as one of the most precious heritages of education as it is of all other activities in the world. . .

"It seems to me not enough to blame the attitude of society nor to plead freedom from obligation on the part of the college because of the indifference of the college student. There is something more to it than all this and that is that there shall be among college instructors and college officials a sense of conviction, a fervor for broadening and deepening intelligence, and an evangelism in preaching this which shall carry conviction to men and women, and to boys and girls, as it has never yet been carried. . .

"Just as there never was a greater crisis in history and just as there never was a greater obligation on men anywhere, so there was never a greater opportunity than at the present time for the colleges to make their men know that the world progresses by effort and that, in progressing by effort, it makes itself competent and increasingly strong for new effort through which there shall be given to man the capacity for new breadth and new liberality and a still more accurate correction of the great working hypothesis which we call life."

PRESIDENT HOPKINS, *Dartmouth College*.

THE ORGANIZATION OF SCIENTIFIC MEN.—"There is scarcely any group that has been so backward in democratic organization as men of science; there is no other in which the conditions make the right kind of organization more necessary.

"In the slow movement toward democracy men of science have played a curious part. Their work has made democracy possible, although this is a result that as a group they have neither sought nor recognized. They have indeed often regarded it as ignoble to do useful or profitable work and have not accepted as equals those who did such work. Men of science have come from the privileged classes or have been dependent on them. They do not earn their livings by scientific research, but are usually amateurs, having either inherited wealth or doing other work for the support of their families. The most typical scientific man today is a university professor, meagerly supported by charity to tutor the children of the well-to-do, devoting his spare time to science from curiosity and emulation. . .

"The situation for science is slowly improving, but through the working of economic forces, rather than through the efforts of scien-